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| C:\Users\ramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZWGO8WHT\MC900423153[1].wmf | This is my red zone.  I am angry and upset. I might shout and leave the room.  Sometimes when I’m in my red zone I swear and break school equipment. | When I feel like this I should go to my safe place. While I’m there I need to take deep breaths and use the strategies I’ve been taught.  My teacher will try to keep me safe and out of trouble but I must follow her directions.  I might need some time out of class for a while to calm down. |
| C:\Users\ramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DWQ196YR\MC900423173[1].wmf | This is my orange zone.  I feel frustrated and angry.  I’m shouting and making loud noises.  I’m out of my seat and stopping other students from learning.  I find it hard to listen to the teacher. | My teacher will let me know I need to go to my safe place to calm down.  I can do an activity that will help me to calm down – I can read a book or go on the computer in the quiet corner.  If the counsellor is at school I can go and talk with her. I can go and talk to my mentor. |
| C:\Users\ramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0FMKBPN4\MC900423151[1].wmfC:\Users\ramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\48PMKN3Y\MC900423165[1].wmf | This is my yellow zone – I am starting to get annoyed, anxious or agitated. I am starting to walk around the room and am touching other people and their things  If I stay in this zone I am not able to learn and I am stopping other people from learning. | I need to take myself to a quiet place in the classroom and practice my calm down strategies. I need to let my teacher know I’m feeling like this and she can help me.  I can use my timer. |
| C:\Users\ramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZWGO8WHT\MC900423171[1].wmf | This is my green zone – I am able to concentrate and to listen to the teacher and my friends.  I can sit still and can do my work on my own or with a little help.  If I need help I put up my hand and wait for the teacher | When I feel like this my teacher will le t me know that I’m working well. I can earn rewards and I can learn. I am allowing everyone in the class to learn.  To stay in this zone I need to ask for help when I need it. I need to use friendly words and actions. |
| C:\Users\ramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0FMKBPN4\MC900423169[1].wmf | This is my blue zone. I feel happy and relaxed. Nothing can bother me!  I am ready to learn and am feeling confident.  In this zone I can try new things and work really well with other people. | When I feel like this my teacher can give me responsibility in the classroom. She knows I can work with other people and am ready to try new things.  To stay in this zone I need to follow my class rules and let my teacher know if I have any problems or issues. |

Example Mood Script

Some things to consider before using this:

* This would be completed in consultation with the student and strategies would be agreed and negotiated. This is an INDIVIDULISED plan and parents should be collaborated with too. If successful it may be something that could be used at home too
* Strategies would need to be taught and practiced whilst the student is calm. Eg where is the ‘calm zone’ – what do they do when they’re there? Are there visual supports for this area / toys / books / computer
* Anyone else named in the strategies (principal / councellor / mentor) would also need to be consulted
* This mood script may reflect an individual management plan and for a student who reaches ‘red zone’ at school – a risk management plan may also be in place.
* Students may use this as a ‘check-in’ process in the morning / after a break. Where are they at? What strategy do they need to employ?
* This example is very text dense – for some students only visuals may be appropriate.
* This can be completed with all students – we all have emotions! Each student may be able to identify times they have reached their red zone… there are books / stories that can be used with students to help them explore their emotions and this may be an class exercise that is completed after a series of activities re recognising and responding to our emotions….
* Students may simply show one of the faces on their desk to let teachers know where they’re at